Core Content For Writing Assessment

Draft for Assessment Contractors

Version 4.0
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Kentucky Department of Education

Introduction Core Content for Writing Assessment

What is the *Core Content for Writing Assessment*?

The *Core Content for Writing Assessment* represents the writing content from Kentucky's Academic Expectations and *Program of Studies* that is the culminating product of a school-wide writing program. Version 4.0 Core Content for Writing Assessment is to provide focus for the development of the 2007 Kentucky Core Content Test (KCCT).

The *Core Content for Writing Assessment* represents components of the comprehensive local curriculum for writing assessment and instruction. The comprehensive *Program of Studies for Writing* specifies that "Students use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writing for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive, and reflective pieces."

Kentucky Academic Expectations for Writing

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These expectations were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment.*

The academic expectation for writing is listed below:

Goal 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes

How is the *Core Content for Writing Assessment* organized?

The *Core Content for Writing Assessment*, Version 4.0 is organized by grade level (end of primary – 3rd, 4th, 5th, 6th, 7th, 8th, and high school) in order to ensure vertical alignment. *Core Content for Writing Assessment* is divided into two sections: Writing Content and Writing Conventions. The Writing Content section is organized into criteria: Purpose/Audience, Idea Development/Support, Organization. The Writing Conventions section is organized into criteria:

Sentence Structure, Language, Correctness. Version 4.0 differs from the previous Version 3.0 in the elaboration of the criteria for each category of writing, i.e., Reflective, Personal Expressive/Literary, Transactive.

This version of the *Core Content for Writing Assessment* includes content standards for grades not currently state assessed, as well as content for the currently assessed grades (four, seven, and twelve).

What do the codes for the *Core Content for the Writing Assessment* mean?
Each content statement is preceded by a code. The code begins with WR for Writing and is then followed by a grade level designation and then a 3-digit number that indicates reporting category. The codes used are listed below.

Grade Level Codes	Big Ideas	Criteria Code	Category Code
EP = end of primary	1= Writing Content	1 = Purpose/Audience	1= Reflective
E4 = 4th grade	2= Writing Conventions	2 = Idea Development/Support	2=Personal Exp./Literary
E5 = 5th grade		3 = Organization	3= Transactive
M6 = 6th grade		4 = Sentences	
M7 = 7th grade		5 = Language	
M8 = 8th grade		6 = Correctness	
H = High school			

A typical code may look like WR-E4-1.1.1. This means Writing-Elementary, 4th grade -Writing Content-Purpose/Audience – Reflective Category. WR-H-2.5.3 would indicate Writing – High School – Writing Conventions – Language-Transactive Category.

Core content statements are **bolded** for **"state assessment"** of a writing collection or *italicized for "local assessment of a category of writing*."

Some Core Content standards contain additional information in parentheses. If there is a list inside with an e.g., preceding it, that means the examples included are meant to be just that, examples.